

RED CLIFF EDUCATION DIVISION NEWSLETTER

Manoominike-giizis (August)

Ricing Moon

Giga-Waabamin Graduates! Welcome New Families!

The 2009-2010 school year has come to an end. We are proudly sending off 27 Head Start graduates to kindergarten and 16 Early Head Start graduates to Head Start! What a pleasure it has been to be a part of the joyous lives and education of these esteemed students. We want to say "Miigwetch" to the families of these children for allowing us to be a part of your families lives and also remind you that you are your child's first and 'best' teacher! Please know that we welcome you back anytime!

The 2010-2011 school year welcomes Preston, Brody, Braun, Shane, Elliot, Ariana, Mariah and Nakita to the Waabooz Room; also Owen, Skyler, Abby, Teegan, Davis and Ira to the Esiban Room. Head Start will be joined by many returning children and also some children from Home Base!

The Home Base program will have several openings this fall and will be recruiting families from the waiting list and new applicants. Please stop by the ECC and complete an application if you haven't already. Home Based is a program that serves prenatal families and children ages 0-3.

Head Start will also have several openings this fall and be recruiting children ages 3-5. Please call Nicky (ext 243) at 779-5030 if you are interested in Head Start Services.

2010-2011 Policy Council

The ECC Parent Policy Council is a governing group of parent and community representatives (Program Governance). They meet monthly and receive information related to the Program such as enrollment, grants and financial reports, they are responsible for passing ECC policies, they approve/disapprove hiring of new staff, they provide feedback for Family Events and most importantly they serve as a Parent Representative.

The ECC Policy Council consists of two Head Start parent reps, one Early Head Start (EHS) Center Based rep, two EHS Home Based parent reps, two Community reps and one Tribal Council Liaison. The Policy Council members represent the people receiving services, rather than the staff managing the Program. Policy Council is responsible for ensuring that the program operates effectively and responds to issues and concerns in the community. If you are a current parent of a child enrolled in the ECC and are interested in being a member of the

2010-2011 Policy Council, please call Nicole (ext 253) at 779-5030. Community members can complete a committee application from the Tribal Administration building and submit it to Laura Gordon.



← ECC HS Field Trip To
Raspberry Language Camp

Inside this issue:

- *Activities Calendar
- *Classroom Updates
- *Summer Pow Wows
- *Children and Nature
- *Education Survey Results
- *In-Service Schedule
- *FAIRS!!
- *Higher Education
- *Summer Fun!
- *Food Chart
- *September Menu



August 2010

Manoominike-Giizis

(Ricing Moon)

Community Events Calendar



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Tribal Council Meeting 6:30pm	3 Korean Cultural Exchange	4 Education Committee Meeting 4:30	5 Athletic Code Reading @ Bayfield School 6pm	6 *Tribal Employee Picnic •Menominee Pow Wow *Mash-Ka-Wisen Pow Wow (Fond du Lac, MN)	7
8	9 Breastfeeding Awareness Picnic *Athletic Code Reading 6pm	10	11 Price County Fair (Phillips)	12	13	14
15	16	17 Tribal Council Meeting 4:30pm	18	19 Sawyer County Fair (Hayward)	20 Bad River Pow Wow	21 Butternut Community Fair
22	23	24	25	26	27	28
29	30	31	ECC In-Service Parents Welcome ECC Home Visits This Week			



**HOMEBASE PROGRAM
AGONGOS
(chipmunk)
August 2010
NEWS**



**Here we are once again,
one year ending
and
another about to begin
Boy how time flies.**



**The Red Cliff Early Childhood Center
Home Base Program
is looking for families
Prenatal to 3 years of age.**



**If you are interested in the HomeBase Program
Please fill out the Attached
Pre-Application form and turn it into
Gina at the RED CLIFF ECC building**

**For more information on what we are all about
contact**

Phoebe 715-779-5030 ext. 236

Cindy 715-779-5030 ext. 238

or

Amber 715-779-5030 ext. 235

We look forward to hearing from you..



HAVE A GREAT SUMMER





Red Cliff Early Childhood Center
88385 Pike Rd Hwy 13—89830 Tiny Tot Drive—Bayfield, WI 54814
PH: 779-5030 FAX: 779-5046



PRE-APPLICATION FORM

These documents MUST accompany this pre-application for your child to be considered for enrollment:
1) Child's Birth Certificate 2) Proof of Income

Child's Name:	Child's Date of Birth:	Child's Tribal Affiliation:	
Address:	City:	Zip:	Sex: M or F
Parent 1's Name:	Parent 1's Date of Birth:	Parent 1's Tribal Affiliation:	
Parent 2's Name:	Parent 2's Date of Birth:	Parent 2's Tribal Affiliation:	
Number in Household:	Home Phone: _____		
	Contact Phone: _____		

(Please Check One)
☐ Home Based Only ☐ Center Based Only ☐ Home Based and placed on Center Based waiting list
Eligibility for Center Based Openings is dependent upon VACANCIES AND SCORE.

ENROLLMENT CRITERIA

Please mark all that apply to the family as this information will be used to assist in determining enrollment priority along with income eligibility

Shaded areas are for office use only.

Special Needs Child (Prenatal-Age5)(Automatic) with an IEP or IFSP Verification (Does not Apply to Esiban Rm.)	On Public Assistance : TANF - SSI
Children/Prenatals currently enrolled in Home Base Program	First Time Parent
Serious Health Issues of Child Applicant (Need Physician Documentation)	Teen Parent/Pregnant Teen
Parent or Sibling Living in the Household with a Long-Term Chronic Illness	Pregnant(Not a Teen Parent)
Alcohol & Drug Abuse within Child's Primary Household	No Prenatal Care
Domestic Violence within Child's Primary Household	Premature Birth (before 38 weeks) of the Child Applicant
Child History of Neglect/Abuse	Low(<5lbs 5oz) or High(>9 lbs) Birth Weight of the Child Applicant
Loss of Child's Parent/Sibling by Death	Multiple Births
Child in Foster Care/Kinship Care	Single Parent
Elder is Primary Caregiver	Parent Does Not Have High School Diploma or GED
Family is Homeless	Home Safety Concerns (Lead, Carbon Monoxide, Other)
Incarcerated Parent	
Health Insurance: No _____ Yes _____ (Circle Type):	MA IHS Badger Private

When all factors are equal preference will be given as follows:

1. Red Cliff Tribal Member (on & off reservation)
2. Other Tribal Members
3. Non-Tribal Members living on Reservation

I certify that the above information is correct to the best of my knowledge and will provide additional documentation if needed.

Signature of Parent/Guardian: _____

Date: _____

Esiban News



What a great year! Miigwetch to all of our families for helping make this year such a great success! Your children were great to have in our classroom this year and we will miss them next year! They will have a great time in Head Start!

Boozhoo to all the new Esiban Children: Teegan, Owen, Abbigale, Skyler , Davis and Ira! We are so excited to have you in our classroom next year! We will be giving you a call in late August to set up a visit for the new families to visit our classroom!

We hope everyone has a safe and happy vacation and we'll see you in September!



Nadine, Amber and Britany



**WE HAD A GREAT YEAR AND
ARE LOOKING FORWARD TO
THE FALL. ENJOY YOUR
SUMMER BREAK!!**

MS. J, MS. VIRGINIA AND MS. JENN





EDUCATION DEPARTMENT

Red Cliff Education Committee Meeting Notice

Date: Wednesday August 4, 2010

Time: 4:30 p.m.

Location: Administration Building, Lower Level

Red Cliff Education Department
Parent Survey Results May 2010
387 surveys were mailed out and 27 were returned.

The Red Cliff Education Committee would like your opinion in regard to education services that you would like your child to receive from our Johnson O'Malley program (JOM). Our JOM mission statement is: "To promote quality educational programs and services for Tribal members of all ages." The purpose of JOM funds is to provide supplementary financial assistance to meet the unique and specialized educational needs of Indian children. Currently we use these funds to provide tutoring services to elementary age (grades K-5) students in the Bayfield School. JOM funds are not to take the place of federal, state or local funds.

The purpose of this survey is to complete our annual needs assessment for the JOM Program. Please take time to complete this survey and return to: a) The Bayfield School b) The enclosed postage paid envelope or c) Drop off at the Red Cliff Tribal Building/Education Department by **Friday May 21, 2010**. **Parents, please complete one survey for each child you have in school.** Thank you for your time and input into determining educational priorities for your children.

1). Please rate your child's educational experiences in school.

Circle one of the following: Fair 4 Good 18 Excellent 5 Other _____

Comment: "My kids are doing pretty good, I try to keep on top of things with them and their education. My personal experience was that I got passed through school "No one" cared enough and I don't want that to happen to my kids, I want them to have a good education"; "Not always accommodating to my child's learning style"; "there is plenty of extra activities for her to do, but the academics are lacking. That's why everyone goes to Washburn"; "No summer school; No dyslexia evaluation or teacher"; "I think we have some really great teachers!"; "Some of the teachers don't seem to want to understand or want to learn how to handle her problems"; "She has always struggled in school and has not liked school ever. It has always been a huge challenge."; "He is disabled and in special needs classes"; "Teachers and all staff have been a wonderful influence";

2). What do you feel are the most important needs of your child for whom this survey is completed for, who is currently attending Bayfield Public School or will be next school year? (Please indicate by placing a check mark to the left of the subject listed).

(ranking in parenthesis)

- (1) 19 Tutoring (Elementary 9 Middle School 6 High School 4) "When needed";
- (T2) 16 Indian Culture Development Activities (Guest speakers, artifacts display, jewelry and beading etc...) "All grades"; "Include language"
- (T2) 16 Student Field Trips (i.e. to visit a college campus, sugar bush (2), Pow wow (1) etc...) List suggestions here: "Wild rice camps (2)"; "Fishing" Ojibwe ceremonial events"
- (4) 14 Ojibwe Language Program "All levels and grades";
- (T5) 11 Elders in the classroom(s) "Elementary K-2";
- (T5) 11 Parental Participation "All grades"
- (T7) 10 Native Music
- (T7) 10 After School Programs (i.e. tutoring) "All grades"
- (T9) 9 Counseling (Elementary 4 Middle School 2 High School 3) "Very important"
- (T9) 9 Career/Job Orientation Information
- (T11) 7 High School Graduation Ceremony (provide graduates with cap and gown) "income eligible or everyone";
- (T11) 7 Native Sport
- (13) 5 School Supplies "All grades";

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(14) 4 Other Suggestions: "More use of parent resources"; "More summer programs on parenting skills, money management and social skills"; "Teaching the teachers to learn how to deal with the more difficult kids"; "DARE Program or similar program against drugs and violence"; "Grad pics, all school pics, shoes, school supplies";

3). Please rank the three highest needs listed above in question #2 for your child in priority:

(ranking in parenthesis)

- (1) 16 Tutoring "It's sometimes the missing link if parents aren't on top of things"; "Elementary" (9 elementary 6 middle school & 4 high school)
- (2) 9 Ojibwe Language
- (3) 8 Native/Cultural/Development Activities; language/history etc...
- (4) 7 Career/Job Orientation Information "To include student field trips—visit college campus, sugar bush, pow wow etc..."
- (T5) 6 Counseling "Very important also";
- (T5) 6 Parental Participation
- (T5) 6 After School programs "Provide possible stipend per week either 2.00, 5.00, 10.00 weekly or monthly"
- (8) 4 Field Trips
- (9) 3 Elders
- (T10) 2 School Supplies
- (T10) 2 Traditional Field Trips
- (T10) 2 High School graduation Ceremony
- (13) 1 "Other" Teaching the teachers to learn how to deal with the more difficult kids";

4). How do you think that JOM funds could be used to meet the needs listed in # 2 above? "Elders have to be respectfully invited and asked"; "Compensation"; "At the very least: Tutoring and counseling"; "not sure"; "The funds could bring in books for students to learn the Ojibwe language"; "Our language is dying and it needs to be taught everyday, every way possible; "Stop teaching Spanish, we live in Indian Country"; "We need to teach our children the Ojibwe language. Stop wasting their brain cells on Spanish. Spanish isn't going to die anytime soon"; "More real school learning in summer, not fun activities only"; "Elders in class, small gift of \$\$ if interested. Counselor is already at school paid in wages budget. Why is psychologist shared between 2 schools? We need extra help for our needs here! Native counselors who know us better"; "I guess I'm not sure I really like the fact that students learn Ojibwe language and culture at our school. I think it benefits all students"; "Could use more tutors in the classrooms during the day"; "Send teachers to training for dealing with difficult kids, but also making sure they use what they learn in those trainings"; "Maybe to help supplement costs if allowed"; "set aside funds to hire a tutor for middle school"; "Use some JOM funds for the high school kids"; "I would like to see students who have lower gpa's to be offered a tutor (parents offered). Career opportunity info would be helpful."; "To take children to see college campuses and assist with career/training opportunities"; "JOM funds could be used in a variety of ways. There are so many needs so many ways JOM funds could be used. They should be split for many needs"; "Providing resources and get a qualified Ojibwe language instructor in the school"; "Hire consultants. Purchase culturally appropriate items for common areas of school. Offer some incentive for parent participation (not \$\$ or stipend), possibly something like WIC's "nest" items are earned by participating"; "I think you should compile all the gathered information and have a community gathering—invite community and have a spokesperson, a writer and put all this down in writing so community could see and discuss. Have the meeting on a week night, feast, light dinner small door prizes etc..."

5). Would you like to see tutoring services continued at the Bayfield school? yes 23 or no ____ Another Location? (The Youth Center 2, LCO Community College 2, etc...please list or comment below). "Yes at the school, during and after school in RC, it would be best @ a library other than that anywhere available"; "The youth center would be a good place because Ojibwe students usually live on the reservation"; "Anywhere to promote education and success"; "Anywhere the children can be provided with help will be beneficial"; "Also at the youth center"; "Either at school or a different location. I think it is needed for some students"; "All places listed would be beneficial"; "School"; "Another location would be nice—closer to Red Cliff. A Saturday afternoon program?"; "Everywhere and anywhere"; "In addition to the school, I think the youth center would be a good place since the kids go there. Something similar to Bad River's Boys and Girls Club"; "Red Cliff Library"

6). Rate each item by circling the number which best indicates your feelings.

	LOW			HIGH			N/A
<u>My child needs to develop skills in:</u>							
Ojibwe Culture & History	1 (3)	2 (1)	3 (5)	4 (1)	5 (14)	6 (2)	
Math	1	2	3 (1)	4 (7)	5 (13)	6 (5)	
Reading	1 (1)	2	3 (1)	4 (5)	5 (14)	6 (5)	
Writing	1	2	3 (2)	4 (6)	5 (13)	6 (5)	
Science	1	2	3 (6)	4 (5)	5 (9)	6 (5)	
Social Studies		2	3 (4)	4 (5)	5 (10)	6 (5)	
Study Habits	1	2 (1)	3 (2)	4 (6)	5 (12)	6 (5)	
Health	1 (2)	2	3 (2)	4 (9)	5 (9)	6 (3)	
Penmanship	1 (1)	2	3 (6)	4 (6)	5 (8)	6 (4)	
Spelling	1 (1)	2	3 (2)	4 (4)	5 (13)	6 (5)	

4 Other "Currently my kids don't need tutoring; however I would like to think if they needed help there would be help available"; "Help my child be successful"; "This question is confusing"; "Physical activities for overweight children or a weight program through the school?"

7). Do you want your child to learn the Ojibwe language? yes 24 or no 1 Why or why not? "It is important part of the culture & history"; "We try @ home, it would be nice if they taught it at school also"; "She is a Native American and should learn her family's language"; "Because it is a part of who she is"; "Why not its their heritage"; "If we don't teach the next generation it will be gone forever"; "This is their heritage, the past took it away—the future should return it before it is lost!"; "It's important to teach children this language"; "Because it is his heritage"; "Her culture is a very important part of her life as much as anything else would be"; "It's my child's choice"; "Just basics for his cultural background (2)"; "Because it is important to our community that it not be forgotten and passed on to future generations. It's easier for children to learn the language than adults"; "It is important to maintain language learning on an academic level. I can handle it at home, I just need it reinforced in school"; "It's part of the whole culture"; "Due to the assimilation, we as parents struggle with the language. We have to take classes to support our hunger to learn the language too". Why not: It won't be used in the future";

8). Do you want your child to learn more about their Ojibwe heritage? yes 24 or no 1 Why or why not? "It is important part of the culture & history"; "I think ALL culture's should be taught with an emphasis on Ojibwe because that is what "WE" are; however it seem to "ME" Bayfield goes out of it's way to NOT teach Native anything"; "She is a Native American and should learn her family's language, she is Ojibwe herself"; "Values, stories, way of life"; "Tradition and culture is very important"; "Its who they are! 75% to 80% of the students in Bayfield are Indian"; "If we remember our culture it will return the Tribe to itself"; "It's an important thing to know"; "Because I never did, I

over—

would like for him to know about it"; "It's my child's choice"; "It's a wonderful heritage"; "It's a wonderful culture to be proud of"; "Because it is important to our community that it not be forgotten and passed on to future generations. It's easier for children to learn the language than adults."; "It is important to learn, strengthens identity and self-esteem"; "It's a part of the culture"; "We live our heritage with-in our families home. Why not provide in an educational facility. Use our heritage to teach math, reading, and science."

9). Would you like to see the Tribe re-open the Library in Red Cliff? yes 21 or no 5

Why or why not "Great resource to Red Cliff"; "Every community needs a library, it's a very valuable tool"; "It would help a lot of students with reading"; "Easier access for my child"; "They need to find a new location"; "In a safer building—old one was moldy"; "A library is a great place! Books, computers, movies, knowledgeable people it would be a great thing"; "Because I think it is very important for the younger generation to use the library and all its resources."; "It's needed for those people who can't get to the Bayfield library due to lack of transportation and with a more relaxed atmosphere would be used more."; "Definitely, I would bring my daughter there again. It was easier to go there than all the way to Bayfield. More movie rentals would be nice too, like Bayfield."; "More resources the better"; "Should have someone qualified in library science in charge"; "We need a place for quiet time, to read, study; however sometime it's more productive in a public place". **No:** "Need a new building, away from the church"; "Won't use it"; "We wouldn't use it"; "0 use"; "We have a great library at school and in to(wn)";

Location Suggestions for the Library: "Old Casino"; "New building available to everyone"; "New building close to the youth center"; "Traveling book mobile through rez—better than ice cream truck!"; "Across from St. Francis Church?"; "Centrally located within Red Cliff"; "Why not near the youth center, an add on?"; "By the ECC—make it into a learning center/library or resource place"; "Not sure what the options are—must be handicap accessible. Current location is not"; "You choose, not sure of available options".

Other Comments: "More computers available"; "Keep Ms. Sally at school"; "Have more cultural activities through the library?"; "Cubicles and more technology (updated);

LAC COURTE OREILLES OJIBWA COMMUNITY COLLEGE
RED CLIFF OUTREACH SITE 779-5067
FALL 2010 COURSE SCHEDULE – CLASSES BEGIN MONDAY, AUGUST 30TH

5-5-10 DRAFT!!!!	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MORNING CLASSES	NAS 219 (3 cr.) NA Literature Beth Paap 9:00-12:00 Classroom #2	CPS 100 (3 cr.) Computer Basics Sharon Wilber 9:00-12:00 Computer Lab	EDC 103 (3cr.) Creative Activities for the Classroom Beth Paap 9:00-12:00 Main Classroom	ENG/SOC 261 Grant Prep & Proposal Writing Beth Paap 9:00-12:00 Classroom #2	EDC 130 (3cr.) Child Growth and Development S. VonFrank 9:00-12:00 Main Classroom
	BUS 228 (3 cr.) Intro to Marketing Jim Pete 9:00-12:00 Main Classroom	MTH 106 (3 cr.) Financial Math Jim Radtke 9:00-12:00 Main Classroom		ALP 100 (3cr.) General English S. Swanstrom **8:30-11:30** Main Classroom	SCI 240 Ethnobotany J. Pratt-Shelley 9:00-2:00 Classroom #2
AFTERNOON CLASSES	BUS 160 (3 cr.) Prof. Development Jim Pete 12:30-3:30 Main Classroom	EDC 110 (3 cr.) Intro to Higher Ed. Jim Radtke 12:30-3:30 Main Classroom	BUS 110 (3cr.) College Accounting I S. VonFrank 1:00-4:00 Classroom #2	NAS 100 (3cr.) Intro to Tribal Culture Jay Schlender 12:30-3:30 Main Classroom	
		HUS 101 (3cr.) Intro to Human Services S. Swanstrom 12:00-3:00 Classroom #2	SOC 111 (3cr.) Intro to Sociology Jim Pete 12:30-3:30 Classroom #2	POL 110 (3 cr.) American Govt. S. Swanstrom 12:00-3:00 Classroom #2	
EVENING CLASSES	NAS 101 (4 cr.) Ojibwemowin I STAFF 4:00-8:00 Classroom #2	SCI 101 Biology I S. Cadotte 5:00-8:00 Main Classroom	EDC 101 (3cr.) Intro to Early Childhood Ed. S. VonFrank 4:30-7:30 Main Classroom	NAS 213 (3 cr.) US Indian Policy & Law Jay Schlender 4:00-7:00 Classroom #2	
	ENG 101 (3 cr.) Composition I Sue Erickson 4:00-7:00 Main Classroom	ART 107 (3 cr.) Native Am. Art Diane Defoe 4:30-7:30 Classroom #2	PSY 110 (3 cr.) Intro to Counseling STAFF 4:00-7:00 Classroom #2	SCI 101 Biology Lab S. Cadotte 5:00-7:00 Main Classroom	
ONLINE CLASSES	CPS 101-01 Computer Applications (3 cr.) : Orner CPS 205-01 Computer Graphics (3 cr.) : Fitch CPS 220-01 Operating Systems (3 cr.) : Forester HTH 130-01 Medical Terminology (3 cr.) : Jensen HTH 249-01 Contemporary Health Care Issues (3 cr.) : Larson NAS 110-01 Intro to Native American History (3 cr.) : Sharlow POL 110 -01 Intro to American Government (3 cr.) : Keahna PSY 242-01 Human Growth and Development (3cr.) : STAFF				

Admission
\$12 Weekend or
\$6 Day Pass
Native Elders 55+
Child 0-5 Free

44th Annual Menominee Nation Contest Powwow

*Netaenawemakanak
Honoring All Our Relations*

Historic Woodland Bowl • Keshena, WI

August 5-8, 2010

Menominee Indian
Reservation

Host Drum: Tha Tribe • Lawrence, KS

Master of Ceremonies: Joey Besaw & Joey Awonohopay

Head Drum Judge: TBD Arena Director: Gary Besaw

Grand Entries:

Friday 7 p.m. • Saturday Noon & 7 p.m. • Sunday Noon

Adult 50+

	Men	Women
1st	\$1000	1000
2nd	800	800
3rd	600	600
4th	400	400
5th	200	200

Adult 35-49

Traditional & Fancy

	Men	Women
1st	\$1000	1000
2nd	800	800
3rd	600	600
4th	400	400
5th	200	200

Adult 35-49

Grass & Jingle

	Men	Women
1st	\$1000	1000
2nd	800	800
3rd	600	600
4th	400	400
5th	200	200

Jr. Adult 18-34

Traditional & Fancy

	Men	Women
1st	\$1000	1000
2nd	800	800
3rd	600	600
4th	400	400
5th	200	200

Jr. Adult 18-34

Grass & Jingle

	Men's	Women's
1st	\$1000	1000
2nd	800	800
3rd	600	600
4th	400	400
5th	200	200

Tiny Tots

Paid Sat. & Sun

Teen 13-17

Traditional & Fancy

	Boy	Girl
1st	\$350	350
2nd	250	250
3rd	200	200
4th	150	150
5th	100	100

Teens 13-17

Grass & Jingle

	Boy's	Girl's
1st	\$350	350
2nd	250	250
3rd	200	200
4th	150	150
5th	100	100

Junior 7-12

Traditional & Fancy

	Boy	Girl
1st	\$250	250
2nd	200	200
3rd	150	150
4th	100	100
5th	50	50

Junior 7-12

Grass & Jingle

	Boy's	Girl's
1st	\$250	250
2nd	200	200
3rd	150	150
4th	100	100
5th	50	50

DRUM CONTEST

	Combined
1st	\$10,000
2nd	8,000
3rd	6,000
4th	4,000
5th	2,000

Other Specials

TBA

Powwow walk/run

Saturday morning
Contact Mark Caskey
715-799-5447

7th Annual Sober 49

Saturday Night
following Contest dancing
Contact Mary Webster
715-799-3835

Princess Contest

Princess Contest
Contact Mary Wayka
715-851-4603

Youth Olympics

Thursday Morning
Contact Youth Service Providers
799-5100

Boxing in the Bowl

Thursday Evening
WIBA Title Defense
Contact Joe "Swede"

Paul Cloud Dance Special

Champion of Champion
Dance Special
Men & Women

Panikahatun Lacrosse Game

Thursday, 12:00 Noon.
Game played for healing, safe journey,
prosperity, protection or for the sick
and loved ones who have passed.

Regional Log Sawing Competition

Friday
8:00am - 3:00 pm
Sponsored by Dolnar



Social Security number and picture ID needed for any prize payouts \$600 or over. Alcohol or drugs not allowed on premises. Powwow Committee or Menominee Tribe will not be responsible for accidents, lost or stolen articles. Note: Canopies prohibited in the bowl. Information is Subject to Change.

Contact Info: Vendors-Dory Latender 715-444-0331 • General Information Natasha Miller 715-799-5114
Co-Chairs: David "Jonesy" Miller 715-799-3108, Rebecca Alegria 715-851-4408, Randal Chevalier 715-853-7484
For more information visit us on the internet at: <http://www.menominee-nsa.gov/>

Pregnancy Prevention in Indian Country can be quite a daunting task. With the immense amount of peer pressure, substance abuse, and stressors living in a historically traumatized indigenous culture our youth have an uphill battle from the beginning. However, the Anishinaabe people have an inner strength to persevere through the most disparaging of circumstances. The First American Prevention Center strives to offer programs that tap into the innate resiliency and protective factors of our community, but especially of our youth population.

The Red Cliff community has many intelligent, motivated, and strong youth. However, Richard "Dickie" Topping Jr., a member of the Red Cliff Band of Lake Superior Ojibwe, is an exceptionally inspirational and strong young Anishinaabe man. Dickie comes from a very large family. His father, Richard Topping Sr., has 21 brothers and sisters and Dickie is one of 11 children. Although he loves his family very much, Dickie does not romanticize his upbringing. In addition to 11 children, his family survived extreme poverty, addiction, and separation. Dickie has overcome the kind of adversity and obstacles that often leads to unsafe and unhealthy choices and lifestyles among our young men and women.

Dickie has been a participant of the Anishinaabe Family Values Pregnancy Prevention Program since 2005. He was selected as a peer mentor in 2009. During a focus group, of which Dickie was a participant; he was asked what he liked most about the program. In his answer he highlighted his enjoyment and appreciation for the opportunity to engage in our Ojibwe culture and traditions such as, fishing, netting, walleye spearing, and canoe making, to name a few. When asked what his feelings were about teen pregnancy Dickie replied, "There is a time and a place to have a baby. I want a family of my own someday. Right now though, I need to stay focused on finishing high school, go to college, and continue my participation in sports." Dickie also went on to say he believed a child should be raised by both a mother and a father and most teen parents are not emotionally equipped to handle the stresses of parenthood.

Not only is Dickie a shining example of the value and cultural relevance of the First American Prevention Center's Family Values Project, but he is an awesome representation of what can happen when our native children are targeted early regarding all types of prevention. Dickie continues to maintain a drug and alcohol free healthy lifestyle, working hard to remain physically fit, and make other healthy choices. He is an At-Large Member of the Red Cliff Junior Tribal Council, youth representative for the Red Cliff Education Committee and the Red Cliff AODA Reduction Team, Student Body Representative for the Bayfield School, and winner of the 2010 Gates Millennium Scholarship. Dickie Topping is a well spring of intelligence, courage, determination, and respect. He is not only a future leader, but a beacon of hope for the present and future generations of the Red Cliff Band of Lake Superior Ojibwe and all of Indian Country.



The Surprising Toll of Sleep Deprivation

How skimping on rest affects your brain, your hormones, and your heart.

by Lawrence J. Epstein June 18, 2010



Ben Welsh / Corbis

How much sleep is enough? Is how sleepy you feel a good judge of whether or not you are getting enough sleep? If you get less sleep than some ideal amount but you feel fine, could you be damaging your health anyway? Are we getting less than we used to? Recent research provides some surprising answers.

Adults typically need seven to nine hours of sleep each night to feel fully rested and function at their best. However, Americans are getting less sleep than they did in the past. A 2005 National Sleep Foundation poll found that Americans averaged 6.9 hours of sleep per night, which represents a drop of about two hours per night since the 19th century, one hour per night over the past 50 years, and about 15 to 25 minutes per night just since 2001.

Unfortunately, we are not very good at perceiving the detrimental effects of sleep deprivation. Researchers at the University of Pennsylvania restricted volunteers to less than six hours in bed per night for two weeks. The volunteers perceived only a small increase in sleepiness and thought they were functioning relatively normally. However, formal testing showed that their cognitive abilities and reaction times progressively declined during the two weeks. By the end of the two-week test, they were as impaired as subjects who had been awake continuously for 48 hours.

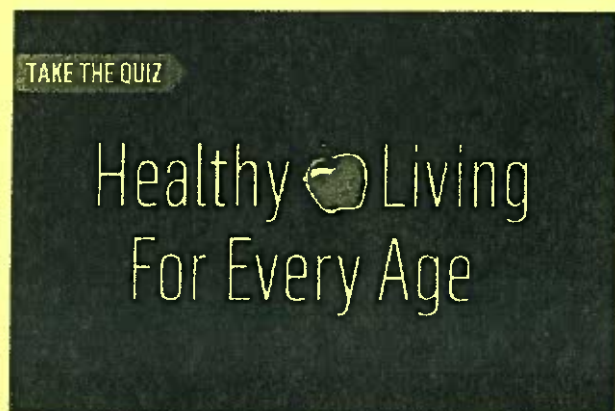
COMPLETE COVERAGE: [Keys to a Healthy Life »](#)

Moreover, cognitive and mood problems may not be the only consequences of too little sleep. Researchers at the University of Chicago have shown that too little sleep changes the body's

secretion of some hormones. The changes promote appetite, reduce the sensation of feeling full after a meal, and alter the body's response to sugar intake—changes that can promote weight gain and increase the risk of developing diabetes. Since then, multiple epidemiological studies have shown that people who chronically get too little sleep are at greater risk of being overweight and developing diabetes.

A recent review by a team from Case Western Reserve University and Harvard Medical School found that all of the large studies that followed people over time agreed that short sleep duration was associated with future weight gain. This connection was particularly strong in children: all 31 studies in children showed a strong association between short sleep duration and current and future obesity. For example, a study by Susan Redline and colleagues at Case Western Reserve University School of Medicine showed an inverse correlation between sleep duration and obesity in high-school-age students. The shorter the sleep, the higher the likelihood of being overweight, with those getting six to seven hours of sleep more than two and a half times as likely to be overweight as those getting more than eight hours.

The likely connection between sleep deprivation and obesity comes on top of previous research linking sleep deprivation with increased risk of high blood pressure and heart disease.



Click the image above for our quiz

The good news is that these effects can be reversed by getting an adequate amount of sleep. The University of Chicago study on sleep duration and appetite found that allowing the study subjects to sleep 10 hours for two consecutive nights returned the hormones to normal levels and lowered hunger and appetite ratings by almost 25 percent.

We have many opportunities to avoid sleep—lights, electronic devices, and other entertainment offer round-the-clock temptations. But we must recognize the importance of sleep and make it a priority to get enough. It is a lot easier to prevent weight gain, diabetes, high blood pressure, and heart disease by getting enough sleep than it is to treat these problems once they develop.

Epstein is a Sleep Physician at Harvard Medical School, author of [The Harvard Medical School Guide To A Good Night's Sleep](#), Published By McGraw-Hill, and is the Chief Medical Officer for Sleep Healthcenters in Boston.

Healthy Living: The Complete Package

muscular strength and endurance, to maintaining a healthy weight. In addition, it helps reduce stress and increases children's self-confidence and self-esteem. The goal is to maintain fitness through a variety of activities that become a natural, fun part of a child's life. Parents can help by teaching the importance of exercise, being role models through their own active lifestyle, and by providing varied fitness opportunities.

Support your school and local community in providing more physical education, parks, and recreation centers for children.

PHYSICAL ACTIVITY GUIDELINES

It is recommended that children two years of age and older participate in 30 minutes of moderate-intensity activity every day, and 30 minutes of vigorous physical activity three to four times each week.

CHILD'S AGE	DEVELOPMENTAL ABILITIES	SUGGESTED ACTIVITIES
2-3 years	Very interested in exploring their world through active play	Unstructured play such as running, climbing, swinging, playing in a sandbox
4-5 years	Becoming more coordinated and can participate in some organized games	Can play with balls, hoops, ride a bicycle with training wheels, and enjoy dancing and gymnastics
6-12 years	Can quickly learn new skills for individual and team sports	Organized, competitive sports such as soccer, or non-competitive activities such as dancing or yoga

REDUCE INACTIVITY

Research has shown that television, video games, the Internet, and talking on the phone all reduce the time children spend in active pursuits.

TOO MUCH TELEVISION CAN BE HARMFUL

- Children can be inactive for hours, which can lead to obesity.
- Many programs are not suitable for children to see or hear, and can increase aggression in impressionable young viewers.
- Watching television is a passive activity, which reduces the time children spend reading or engaged in creative play.
- Children can become influenced by advertisements promoting inappropriate toys or unhealthy foods.

HOW TO LIMIT YOUR CHILD'S TV TIME

- Carefully choose what programs your child watches, focusing on educational television.
- Make watching television part of family time, discussing the program together.
- Keep televisions out of children's bedrooms. Instead, place the television in a common area where you can monitor its use.
- Limit television, video game, and computer time to

your children build a healthy lifestyle, plan physical activities during family time. You can get the activity that you need while spending valuable time together as a family.

- Playing catch or throwing a frisbee
- Dancing to music
- Playing tag or hide-and-seek
- Joining community organizations such as Police Athletic Leagues, Boys and Girls Clubs, and YMCAs that offer classes, sports leagues, and activities
- Going on nature hikes
- Playing at local playgrounds and parks
- Visiting a beach, lake, or river
- Doing chores together such as raking leaves, vacuuming, or sweeping the floors
- Bike riding
- Taking the dog for walks

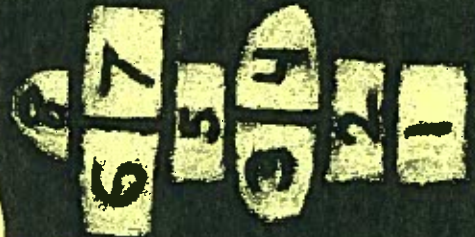
SPORTS

Playing sports is a great way to stay active and teach many important values. Encourage

but don't force your child to participate in sports. Find out what he or she is interested in, and provide support.

- Concentrate on your child's strengths.
- Expose your child to a variety of new activities and experiences.
- Don't introduce competitive sports before age six.
- Following rules, understanding teamwork, and losing can be very difficult for younger children.
- Make sure your child has a thorough physical exam by his or her pediatrician before beginning any sport.
- Keep realistic goals for yourself and your child. Most children don't become professional athletes.
- Try to attend your child's games or meets to show your support.
- Get to know your child's coach, or become a coach or assistant coach yourself.
- If your child is not interested in team sports, try individual sports like swimming or tennis, or experiment with non-sport activities like martial arts and dancing.

Good nutrition and daily exercise is a winning combination.



muscle strains.

- Always wear the proper equipment for an activity; for example, helmets, elbow pads, kneepads, goggles, and protective padding.
- Follow the Talk/Sing Rule: If children are breathing too heavily to be able to sing but are still able to talk, they are probably exercising at the right level of intensity.
- Teach your child to stop exercising if he or she feels pain is faint or dizzy, or nauseous.
- Use sunscreen for your child's outdoor activities.
- Use close, constant supervision during any water activity. Young children can drown in a very small amount of water.

★ OBESITY

Being overweight is a problem for many children today and can lead to health problems in later life. Obesity is usually defined as weighing over 20% more than other children of the same age. Crash diets are not recommended, but your pediatrician can help you develop a healthy weight loss plan.

CAUSES OF OBESITY

Eating more calories than are being used up

Eating too much fast food or junk food

Eating in between meals

Using food to cope instead of expressing feelings

Parents who model poor eating habits and don't exercise

HOW YOU CAN HELP YOUR CHILD

After meals, offer fresh fruit rather than sugary desserts. Make plenty of fun opportunities for your children to run and have active play.

Prepare and serve well-balanced meals and healthy snacks. Avoid sodas and high calorie foods like candy, cookies, and chips.

Put away all food between meals. Have meals and snacks at set times. Offer drinks of water.

Never use food as a reward, punishment, or bribe. Listen to and talk with your children daily. Eat together as a family.

Set the same food rules and exercise habits for everyone in the family. Children will copy what you do.

TO LEARN MORE

THE BERENSTAIN BEARS AND TOO MUCH TV

Stan & Jan Berenstain

TODDLEROBICS: ANIMAL FUN

Zita Newcome

THE BUSY BODY BOOK

Lizzy Rockwell

ORGANIZATIONS

THE AMERICAN ACADEMY OF PEDIATRICS

ACTIVITIES

Special activities can be planned for the family to enjoy together. It is best to schedule these times as expected events each week or each month. This way, your family can plan around these days and look forward to the activities. Mark the activities on a "family calendar."

The following are some ideas for family activities:

- Plan a picnic at a park, a beach, or even the backyard. Let your children help pick the location or plan the menu.
- Take a trip to a local tourist site. Some attractions such as zoos, aquariums, museums, or gardens may offer discounts on certain days.
- Go to a movie or rent a video. Afterwards, talk about the movie. Ask: "What did you like about the movie? Why was it funny? What would you do if that happened to you?"
- Take a walk together. Infants can be pushed in a stroller, or carried in a sling.
- Play together at home. For example, building with blocks, drawing, board or card games, or charades.
- Work on a project together. For example, doing a big puzzle, making a family photo album, or making gifts for grandparents and other relatives.
- Read a book at home, at the library, or at a bookstore. Children will enjoy participating by taking turns selecting the book. Let older children read to the family.

Regular gatherings to talk about the family can also be a helpful way to strengthen the family unit and keep communication open. As with family activities, scheduling regular family meetings once a week or once a month can help your family avoid missing these important meetings. Meal times or times after a meal may be a good time for your family to meet.

During the meeting, ask open-ended questions so your children will respond with more than "yes" or "no" (for example: "What did you learn at school today?" or "What was your favorite thing you did this week?"). Be sure to ask older children to be patient listeners with their younger siblings. Some topics for discussion are:

- Good news acknowledging your child's school, athletic, or artistic performance.
- News affecting the family such as job changes, a new baby, or the start of the school year.
- Family planning including vacations, family activities, or arrangements for school drop-offs and pick-ups.
- Events of the past week. For example, a trip to the dentist or doctor, or activities at school.
- Concerns or frustrations like a child's struggle at school or with friends, or family chores not getting done.

As dedicated parents, all of your efforts at work, school, and in other settings help make your family successful. In addition, the special moments of enjoying one another keep your family healthy. It is helpful to sort out which activities are most important for your family's needs. This allows you to balance your time and energy between being with your children and fulfilling other responsibilities.

THE FAMILY BOOK

Leadell Parr

ALL KINDS OF FAMILIES

Norma Simon, illustrated by Joe Flesher

FAMILIES



Summer 2010

Affiliate of the National Association for the Education of Young Children

Connecting children with nature

BY GERRY SLATER

Nature-based
activities help
children develop
empathy, wonder,
and curiosity.



I believe that the most effective way to nurture values and attitudes that call for a healthier relationship with our life-supporting planet is to start early, with young children. By working intentionally, we can help develop in children a deep respect and loving connection with our earth home and all its life forms. I can't think of work that is more important, more rewarding, and more fun!

In this spirit the Wisconsin Nature Action Collaborative for Children was created. The group is an active part of the World Forum Nature Action Collaborative which emerged in 2008 at a gathering at Arbor Day Farm in Nebraska. Wisconsin's group met for the first time in April 2010 and shared perspectives on what play and exploration in nature can provide children:

- ✿ Experiences in nature provide the greatest opportunity for developing the whole child and helping them realize all their potential.

- ✿ By developing strong bonds with nature, children will become more sensitive and effective stewards of the planet.

- ✿ Nature-based activities help children appreciate diversity and develop empathy, wonder, and curiosity

- ✿ Time outdoors helps children get in touch with the universal healing power of nature.

- ✿ Playing outdoors nurtures the inherent spiritual nature of children.

- ✿ Very young children experience the rhythms and

CONTINUED ON PAGE 8

Take Five: Child care professionals from across Wisconsin share their passion for connecting children with nature **6**

Provider to parent: Outdoor activities **8**

PROVIDER TO PARENT

Outdoor activities for your young children!

As the weather warms, there are more opportunities to take infants and toddlers outdoors for fun activities. Outdoor activities can promote social, physical, and sensory development in young children as they explore the world around them. Since children's abilities and interests vary as they grow, different types of outdoor activities work for children of different ages.

For children of all ages

- ☼ Observe the outdoor area that your infant or toddler will be playing in. Young children explore new objects by putting them in their mouths, so make sure that your play area is free from small objects like wood chips and broken glass.

- ☼ Young children can be particularly sensitive to the sun. Make sure to use protection like hats, long sleeves and/or sunscreen before heading outdoors.

- ☼ Keep young children hydrated outside. Always have water with you.

- ☼ Always supervise young children outside. If around older children at a park or other public place, find a quiet

area for your infant or toddler to explore and observe what older children do.

- ☼ Check that play equipment is age-appropriate. Because children's gross and fine motor skills are constantly developing in the early years they do not have the same abilities as school-age children.

Age-specific activities

- ☼ 0-6 months: Sit outside on a blanket together or go for a walk in a stroller. Let your baby observe nature and people. Watch the leaves blow or the squirrels run by and describe what is happening.

- ☼ 6-9 months: Create a crawling path outdoors using blankets, towels, etc. Let your child feel the different textures of fabrics, grass, and dirt.

- ☼ 9-12 months: Splash together in a puddle of water! Play with balls or balloons.

- ☼ 12-24 months: Go for a walk around the block (with lots of time to



Photo: Harmony Montessori Children's House

stop and explore all the interesting things along the way), blow some bubbles for your child to pop, and roll on the soft ground.

- ☼ 2-3 yrs: Use chalk to draw on the pavement together. Let your child ride a tricycle or bike with training wheels. Always use a helmet!

- ☼ 3-5yrs: Go on a treasure or scavenger hunt outdoors. Collect leaves, nuts, or sticks and compare the variety.

For more information visit the WECA parenting portal online at wisconsinearlychildhood.org/about and click on "parent/provider resources."

CONNECTING CHILDREN WITH NATURE, FROM PAGE 1

cycles of nature and through it develop balance and self-regulation.

- ☼ Connecting with nature supports healthy physical development on all levels

- ☼ All of the early learning standards can be satisfied out-of-doors.

- ☼ Our planet will be most in need of people who have gained the team work skills, creativity, communication abilities, empathy, curiosity, self-respect and courage that open-ended play and exploration in nature can develop.

The Wisconsin group reflects diverse disciplines including early childhood education, environmental education, horticulture, permaculture, adult education, landscape architecture and design. Many projects are in development,

and we invite your participation. A key opportunity will be the WECA annual conference in November, which offers a full day of exploration, learning, sharing and playing related to connecting children with nature. Please join us! In the meantime, feel free to contact me and let me know what your program is doing to connect children with nature. ☼

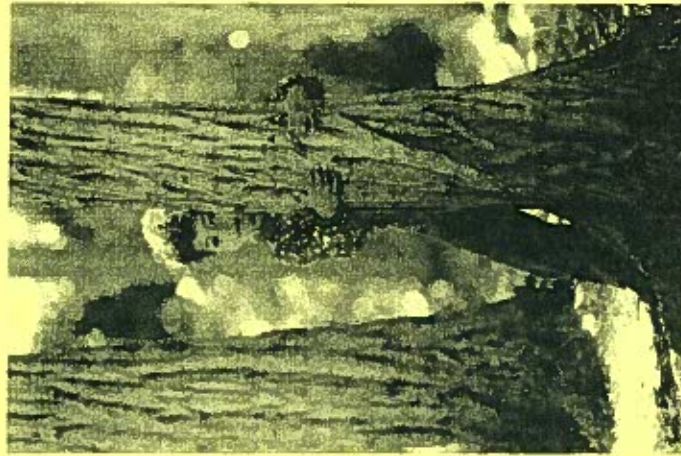
To contact Gerry: gerry Slaterdesign@gmail.com

To sign up for the WECA annual conference: www.wisconsinearlychildhood.org/conference

Gerry Slater is the coordinator of Wisconsin Nature Action Collaborative for Children and the owner of Design4Kids & Green Tree Environments. Gerry previously served through Playwork and Playworks4Kids. He lives in Milwaukee.

Children, Nature and You

You can help children experience the joy of sunshine and rain, of stargazing and bugs!



Children,
Nature
and You



www.ChildrenNatureAndYou.org

children nature

www.ChildrenAndNature.org



Young children need to explore, experience and observe. Explorations allow children to feel the world is a safe, interesting, and friendly place. The types of activities suggested in this guide help children develop a sense of empathy, wonder and creativity



Your role is to model a sense of curiosity, wonder and respect. Show enthusiasm and curiosity about their explorations. Make sure children are safe, but refrain from negative reactions when they get dirty, wet or touch bugs, worms, etc.



Foster and encourage imagination, and make sure there is plenty of time for unstructured play

Introduce babies to nature through simple experiences.

Talk to your baby in a playful tone, sharing your own excitement about these explorations.



Even the youngest infant can experience nature when their stroller or bassinet is placed under a tree

Bring nature into your home with simple bouquets of flowers, leaves, or grass, and place them so baby can see them from her crib.

During bath time, slowly squeeze water from a sponge, and let drops fall gently over baby's hands and body. Gently splash the water so baby feels it washing against his body.

Take baby to the window to see the outside world - raindrops running down the window pane, the wind blowing through the trees, sunbeams shining through the window, and shadows from passing clouds. Open the window to let in the sounds of the wind, birds, wind chimes, etc.

Take walks outside so baby can experience the sights, sounds, smells and feeling of nature.



Young Children love ritual.

A daily ritual of expressing gratitude for nature's gifts in the natural world — sun, rain, trees, flowers helps children feel a part of something beautiful and mysterious.

Welcome the day! Walk outside, and check the sky to see what kind of day it will be.

Find a place where you have a clear view of the rising sun. Get up early to see the sunrise. Build anticipation for the first glimpse of the sun.



Take a fun breakfast to eat outdoors. Here is a verse you can say together before you eat, "Earth who gives to us this food, Sun who makes it ripe and good. Dear Sun, Dear Earth, by you we live, our loving thanks we give."

Celebrate the sun going down, as you watch it sink below the horizon. Express gratitude.

As part of a bedtime routine, take your child to the window or outside to say good-night to the moon, the stars, the animals, or their favorite tree.



Look for and watch ladybugs, ants, spiders and their webs, etc. Be still, and watch your child. Explain that bugs are not to be hurt.

Lie down under a tree, and look up through the branches. Listen for sounds. Encourage your child to listen beyond the sounds of the city to hear the sounds of nature.

Take children to the Farmer's Market, and let them experience all the different foods and colors. Tasting can be an adventure!

In the fall look for leaves and seed pods In the spring look for signs of new growth. Take along a bag to collect treasures

Make time to look up at the night sky. Gently encourage conversation at the child's level about the wonder and awe of so many stars.

Provide experiences with wind using kites, pinwheels, leaves or any light material tied to a string.

Allow your child to feel and play with rocks that are big enough not to be swallowed. He may enjoy washing, sorting or carrying rocks

Find animal and bird tracks.

Watch worms in action. After a rain, look for worms on the sidewalk. Let your child gently pick them up and wriggle across her hands as she lovingly carries them to a grassy area where they can burrow back into the ground.

Have him check on his favorite tree.



See how many different kinds of shapes of leaves you can find together.

Go on "theme walks" - color, bug, flower, animal.

Take easy camping trips to the beach, the mountains, the forest.

Take a sock hike. Wear heavy socks over shoes and go for a walk - leaves, twigs, etc., will cling. See what you've brought home!

Take leisurely walks with your child, and allow her to follow her interests. This will probably take her into every yard to explore the bushes, flowers, trees, etc. Your only job is to see that she is safe and does no harm to the garden she is exploring.

Provide water play in as many forms as possible - bath, fountain, and stream. Provide rain gear for jumping in puddles and exploring rain in his own way.

Take night walks with a flashlight. Cover the flashlight with clear red film to preserve night vision.

Provide a place for your child to dig In the dirt along with a water supply, trucks, shovels, and cans she can use to make pies, roads, etc.

Try to find small trees for your child to climb.

Carry a magnifying glass to take a closer look at those small wonders you encounter on your adventures.



Let's Pretend!

It is important to support and encourage your child's creativity and imagination

This is an important part of their development

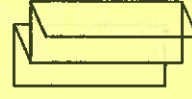
Your role is to provide an inviting environment and plenty of time for imaginative play that is unstructured and child directed

Nature provides a stage for children's imagination to soar. Help your child create hideaways. An old curtain makes a wonderful tent. A cardboard box can be a spaceship, a house, a car. A bush can become a home for an imaginary animal. If your child has an imaginary friend, welcome and enjoy the fantasy

A few sticks, rocks and pinecones can transform a sandbox into a farm, town, rocket launching pad, or ... ?

At the park allow your child to find hiding places to explore. What may look uninteresting to you can be an exciting adventure.

Check out all the resource at
www.ChildrenNatureAndYou.org



Print double-sided

1. Print
2. Fold
3. Enjoy!

EYE-OPENER...

DON'T DRINK THE WATER

● In a new book, scientist Peter Gleick says the bottled-water industry's exploiting us. Reasons to say no to plastic:

IT'S EXPENSIVE Bottled water is thousands of times more costly than tap.

IT'S FALSELY ADVERTISED Snow-capped mountains may be on the label, but the water comes from a public water system 40 percent of the time.

THERE'S NO INDICATION IT'S SAFER We assume bottled's better because we pay for it, but tap water is monitored much more frequently.

IT'S BAD FOR THE ENVIRONMENT Millions of plastic bottles don't get recycled—they're in landfills forever.

TWO WORDS: DRINKING FOUNTAINS They're disappearing because of bottled water. They should be everywhere. —AILEEN WONG

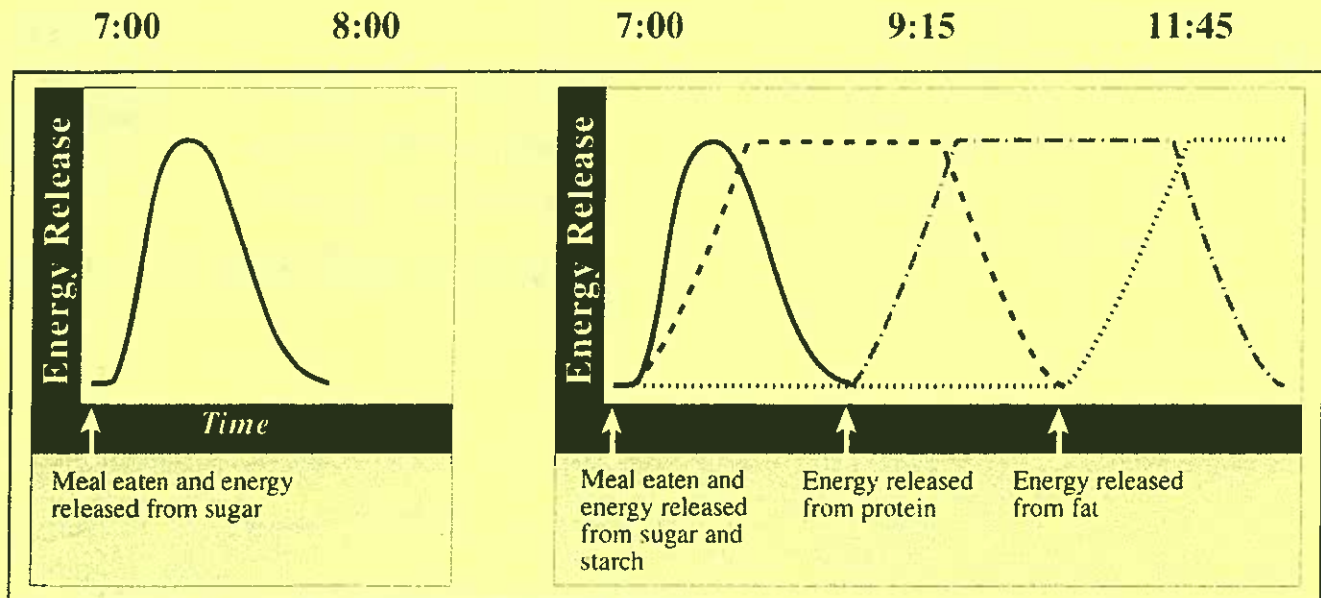


FROM TOP: KENELM HARRIS, J. CARL GANTER/CIRCLE K

Breakfast and Learning - Are they connected?

Does your child's breakfast fuel his learning?

Comparison of Energy Available for Learning from Two Different Breakfasts



Poor Breakfast

Soda or Coffee

*Very sweet foods -
candy, cake, etc.*



Good Breakfast

Fruit or Juice

Toast, Cereal or Bagel

Milk, Yogurt, or Cheese

A child with no breakfast or a poor breakfast may:

- Feel tired during morning classes
- Be irritable or restless before lunch
- Get headaches or stomach aches in the morning
- Be unable to concentrate on learning

A well fueled brain performs better all morning!

Graph adapted from *Better Breakfast, Better Learning*, California Department of Education, 1994

Provided by Good Breakfast for Good Learning Workgroup, MCH Education and Training Institute,
University of Wisconsin-Madison. Logo used with permission of Hunger Task Force of Milwaukee. GB-01.
Department of Health and Social Services Form POH 9302.

2010-2011 School Calendar

CLIP & SAVE

Aug. 30, 31 Staff Development In-service Days
 Sept. 1 First day of School/Elementary K-5 Open House
 Sept. 6 No School - Labor Day
 Sept. 7 No School - Cluster In-service Day in Bayfield
 Oct. 1 Early Release @ 12:45 PM - In-service Day in PM
 Oct. 22 No School - Regional In-service Day/CESA 12 Day in Hayward
 Nov. 5 Early Release @ 12:45 PM - Professional Preparation in PM
 End of 1st Quarter 45 days
 Nov. 11 Parent-Teacher Conferences at Red Cliff Bingo Hall 4 - 7:30 PM
 Nov. 16 Parent-Teacher Conferences at Bayfield 4 - 7:30 PM
 Nov. 24, 25, 26 No School - Fall Break
 Dec. 22 - 31 No School - Winter Break
 Jan. 21 Early Release @ 12:45 PM - Professional Preparation in PM
 End of 2nd Quarter (44 days) and Semester 1
 Feb. 18 No School - Cluster In-service Day
 Feb. 21 No School - Designated Snow Make-Up Day if Needed

Mar. 25 Early Release @ 12:45 PM - Professional Prep in PM
 End of 3rd Quarter 43 days
 Mar. 28 - Apr. 1 Spring Break
 Apr. 22 No School
 May 20 Early Release @ 12:45 PM - In-service Day in PM
 May 30 No School - Memorial Day
 June 4 Graduation - Class of 2011
 June 10 Early Release @ 12:45 PM - Professional Prep in PM
 End of 4th Quarter (48 days) and Semester 2

For information on school
 events, athletic schedules
 and much more, log onto:



www.bayfield.k12.wi.us

Parent Advisory Council (PAC)

PAC is looking for parents or legal guardians of children enrolled in Bayfield elementary school to volunteer. PAC will meet four times during the 2010-2011 school year. Meetings start at 6:00 p.m. and last about an hour. 2010-11 meeting dates are:

September 22, 2010
 January 19, 2011

October 20, 2010
 February 16, 2011

The Parent Advisory Council has many responsibilities:

- Working collaboratively as part of the school community to develop and conduct parent trainings that focus on parent advocacy skills and partnering with the school to help children succeed.
- Communicating with and getting feedback from other parents in the community.
- Examining various multimedia products and services developed by the school system to communicate with parents, and providing feedback on quality and clarity.
- Providing advice on innovative ways to communicate with parents about system-wide initiatives, programs and activities.
- Providing feedback to the elementary principal.

For more information, contact: Sheila Everhart
 779-3201, ext. 141

CONTACTING US... 300 North 4th St. Bayfield • 715 779 3201

DISTRICT ADMINISTRATIVE OFFICES

Linda Kunelius, District Administrator (Ext. 101)
 Sheila Kelly, Administrative Assistant/School Board Secretary (Ext. 100)
 Nancy Heaton, Finance Manager (Ext. 111)
 Mary Meierotto, Financial Assistant (Ext. 110)
 Linda Weber, Grants & Activities Coordinator (Ext. 144)
 Sandy Raspotnik, Director of Pupil Services and Special Education (Ext. 103)
 Laurel Heckman, Pupil Services Secretary (Ext. 134)
 Doug Jardine, School Psychologist (Ext. 136)
 Susan Marincel, K-12 School Nurse (Ext. 143)

BAYFIELD 6- 12 SCHOOL

Robert Kent, Principal (Ext. 405)
 Keeley Karl, Middle/High School Secretary (Ext. 415)
 Tom Steckling, Guidance Counselor (Ext. 506)

BAYFIELD K-5 SCHOOL AND LAPOINTE ELEMENTARY

Sheila Everhart, Principal (Ext. 141)
 Lucy Hanson & Laurie Pipgras, Elementary Secretaries (Ext. 142)
 Karen Grieve, Guidance Counselor (Ext. 317)
 Leo Filipczak, K-12 Gifted and Talented Program (Ext. 214)

2010

ECC INSERVICE AGENDA

AUGUST 23-27

2010

	From	To	Topic	Presenter(s)	Where	Who	hrs
Monday			Staff Photo Day -- Dress up!				
23	8:00	8:30	Opening Ceremony	Rob	ECC	ALL	
	8:30	9:00	Ojibwe Language	Lang. Committee		ALL	0.5
	9:00	11:00	Sensory Integration	Angie Schoeppach	ECC	T	2
	11:00	12:00	<u>Potluck Lunch</u>			ALL	
	12:00	1:00	Fire and Safety: Group 1	Northland Fire	ECC	GRP 1	1
	1:00	2:00	Fire and Safety: Group 2	& Safety	ECC	GRP 2	1
	1:00	2:30	SIDS and Shaken Baby	Kim	ECC	NEW	1.5
	2:00	3:00	Creative Curriculum Update	Marianne	ECC	T	1
Tuesday	From	To	Topic	Presenter(s)	Where	Who	hrs
24	8:00	9:00	Ojibwe Language	Lang. Committee		ALL	1
	10:00	12:00	Bus Driver Monitor Training	Louis/Bouge	ECC	T/Techs	2
	12:00	1:00	Lunch -- HOSTED BY ECC		ECC		
	1:00	3:00	Car Seat Clinic	Louis/Bouge	ECC	Techs	2
Wed	From	To	Topic	Presenter(s)	Where	Who	hrs
25	8:00	9:00	Ojibwe Language	Lang. Committee		ALL	1
	9:00	4:00	Historical Trauma	T. Peacock	ECC	ALL	6
Thurs	From	To	Topic	Presenter(s)	Where	Who	hrs
26							
	8:00	9:00	Ojibwe Language	Lang. Committee		ALL	1
	9:00	9:30	Confidentiality	Rick W.	ECC	ALL	0.5
	10:00	11:00	Creative Curriculum	Marianne	ECC	T	1
	11:00	12:00	Brown Bag Lunch & Puppet Show Reruns		ECC		
	12:00	12:30	Evacuating Sleeping Children in Emergency	Sue Pillinger	ECC	ALL	0.5
	12:30	1:00	Universal Precautions	Jamie Sweet	ECC	ALL	0.5
	1:00	4:00	Dr. Andy Paulson: Autism	A. Paulson	ECC	T	3

Friday	From	To	Topic	Presenter(s)	Where	Who	hrs
27	8:00	9:00	Ojibwe Language	Lang. Committee		ALL	1
	9:00	12:00	Darkness to Light/Child Abuse and Neglect	Edwina	ECC	ALL	3
	12:00	1:00	Lunch				

T	=	Teaching Staff
A	=	All Staff (and active substitutes when applicable)
N	=	New Staff/Subs
*	=	As needed (one time)
BH	=	Isle Vista Bingo Hall
Pavil	=	Bayfield Pavillion
Mem	=	Memengwaa

Highlighted in-services include substitute teachers

GRP 1	Fire and Safety -- Staff and subs divided into two groups
GRP 2	See sign up sheet to locate your group

7-21-10

ECC Parents....

All ECC Parents are welcome to join the annual ECC In-Service the week of August 23rd. The agenda is attached in the August Newsletter. All trainings are free to parents! Please contact Nicole (ext 243) or Ashley (ext 221) at 779-5030 if you are interested in attending any of the trainings.

FOOD CHART



















Age:


























1-2

3-5






































6-12

Breakfast

 Fluid Milk	 1/2 cup (c)	 3/4 cup (c)	 1 cup (c)
 Juice or Fruit or Vegetable	 1/4 c	 1/2 c	 1/2 c
 Grains/Breads	 1/2 slice* (or 1/2 serving)	 1/2 slice* (or 1/2 serving)	 1 slice* (or 1 serving)
or cold dry cereal	 1/3 oz. or 1/4 c	 1/2 oz. or 1/3 c	 1 oz. or 3/4 c
or cooked cereal	 1/4 c	 1/4 c	 1/2 c

 Fluid Milk	 1/2 cup (c)	 1/2 cup (c)	 1 cup (c)
 Juice or Fruit or Vegetable	 1/2 c	 1/2 c	 3/4 c
 Meat or Meat Alternate	 1/2 oz.	 1/2 oz.	 1 oz.
or yogurt	 2 oz. or 1/4 c	 2 oz. or 1/4 c	 4 oz. 1/2 c
or peanut or other seed or nut butters	 1 Tbsp.	 1 Tbsp.	 2 Tbsp.
or egg (large)	 1/2	 1/2	 1/2
 Grains/Breads	 1/2 slice* (or 1/2 serving)	 1/2 slice* (or 1/2 serving)	 1 slice* (or 1 serving)

Lunch/Supper

 Fluid Milk	 1/2 cup (c)	 3/4 cup (c)	 1 cup (c)
 Meat or Poultry or Fish	 1 oz.	 1-1/2 oz.	 2 oz.
or cheese	 1 oz.	 1-1/2 oz.	 2 oz.
or cottage cheese, cheese food or cheese spread	 2 oz. or 1/4 c	 3 oz. or 3/8 c	 4 oz. or 1/2 c
or egg (large)	 1/2	 3/4	 1
or cooked dry beans or peas	 1/4 c	 3/8 c	 1/2 c
or peanut or other nut butters or seed butters	 2 Tbsp.	 3 Tbsp.	 4 Tbsp.
or peanuts, soynuts, tree nuts or seeds	 1/2 oz. = 50%	 3/4 oz. = 50%	 1 oz. = 50%
or yogurt	 4 oz. or 1/2 c	 6 oz. or 3/4 c	 8 oz. or 1 c
 Vegetables and/or Fruits (2 or more kinds)	 1/4 c Total	 1/2 c Total	 3/4 c Total
 Grains/Breads	 1/2 slice* (or 1/2 serving)	 1/2 slice* (or 1/2 serving)	 1 slice* (or 1 serving)

POINTS TO REMEMBER

- Keep menu production records current.
- The minimum required amount of each food must be served.
- Use full-strength juice.

* or an equivalent serving of an acceptable grains/breads such as cornbread, biscuits, rolls, muffins, etc., made of whole grain or enriched meal or flour, or a serving of cooked enriched or whole grain rice or macaroni or other pasta products. Refer to the grains/breads list for correct weights.

** For snack, juice or yogurt may not be served when milk is served as the only other component.

SEPTEMBER 2010

MANOMONIKE GIIZIS

MON TUE WED THUR FRI

1 2

NO SCHOOL NO SCHOOL

6

HOLIDAY
NO SCHOOL

OPENING
CEREMONY

8B FR TOAST, APPLE-
SAUCE

L POT RICE CHEZZ SOUP,
TRK SAND, M BERRIES,
S CHEX MIX/ JUICE C
9B KIX, ORANGES, MUF-
FIN

16B PANCAKES, BLUE-
BERRIES
L CHIX NOODLE, EGG
SALAD, VEG/DIP, TROP
FRUIT A/C
S NILLA WAFERS/JUICE

17B CORNFLAKES,
A PEACHES, CC, BAGEL
L HAM, PINEAPPLE, POT,
SLAW C
S PBJ SAND./MILK

18B CHEERIOS, APPLES,
YOGURT, MUFFIN
L BEEF STIR FRY, STIR
FRY, PEARS, RICE
S CHEESE/CRACKERS

19B RICE CHEX, TOAST,
ORANGES C
L CHIX HD, PEAS/ CAR-
ROTS, MFRUIT A
S COOKIES/MILK

20B HB OATS, STRAW-
BERRIES, CC C
L LASAGNA HD, CORN,
RASPBERRIES, SALAD
S GRAHAMS/PB/MILK

21B CORN CHEX, OR-
ANGES, ENG MUFFIN
L CHIX ALFREDO PIZZA,
SALAD, PEAS,
S APPLES/DIP

22B RICE CRISPIES, BA-
NANA, BREAD
L HAM, POT, ROLL, CAR-
ROTS, PINEAPPLE A
S VEGGIES/DIP

23B WAFFLES, APPLES,
TOAST
L BEEF VEG SOUP,
CHEEZ SAND, PEARS
S GOLDFISH/JUICE

27B KIX, HONEYDEW,
MUFFIN C
L KIELBASA, MAC/CHEZ,
PEACHES, PEAS
S CC/PINEAPPLE

28B WAFFLE, CANTA-
LOUPE A
L ORANGE CHIX, RICE, M
ORANGES, STIR FRY
S PUDDING/W.CRACKER S MINI VEG. PIZZA
milk - A

29B HB OATS, BERRIES
L PEPPERONI SOUP,
CHEEZ SAND, PEARS,
CORN

30

CLOSED
HOLIDAY

Handwritten signature and date 7/22/10